

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

## Vanguard University Professional Services Division May 2024

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Vanguard University**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

### Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	6	0	0
Preliminary Single Subject	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Vanguard University

**Dates of Visit:** March 3-5, 2024

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">March 2016</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, local school personnel, and other relevant constituencies. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions have been determined to be **met**.

Program Standards

All program standards for the Preliminary Multiple Subject and Preliminary Single Subject programs offered by Vanguard University were **met**.

Common Standards

All Common Standards were found to be **met**.

Overall Recommendation

Based on the fact that the team found that all program standards were **met** and all Common Standards were **met**, the team unanimously recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject  
Preliminary Single Subject

In addition, staff recommends that:

- Vanguard University's response to the preconditions be accepted.
- Vanguard University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Vanguard University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

#### **Accreditation Team**

**Team Lead:**

Michael Kotar  
CSU Chico (retired)

**Program Standards:**

Stephanie Serventi  
Loyola Marymount University

**Common Standards:**

Patricia Maricich  
CSU Dominguez Hills

**Staff to the Visit:**

Hart Boyd  
Commission on Teacher Credentialing

#### **Documents Reviewed**

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae  
Candidate Files  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses

Performance Assessment Results and Analysis  
Examination Results  
Accreditation Data Dashboard  
TEAC Meeting Agendas  
Candidate Observation Logs  
Faculty Employment Handbook  
Program Evaluation Forms  
MOUs  
Training Materials  
Candidate Orientation Materials  
Education for Love and Wisdom Podcast  
Shared Governance Manual

**Interviews Conducted**

<b>Constituencies</b>	<b>TOTAL</b>
Candidates	39
Completers	10
Employers	6
Institutional Administration	3
Program Coordinators	3
Faculty	6
Faculty Cohort Leaders	2
TPA Coordinator	1
Data Coordinator	1
Subject Matter Mentors	4
Field Supervisors – Program	3
Field Supervisors – District	7
Credential Analysts and Staff	4
Advisory Board Members	8
<b>TOTAL</b>	<b>97</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

Located in Southern California, Vanguard University (VU) was founded in 1920 and was chartered by the state of California in 1939 as Southern California Bible College. In 1964, the Western Association for Schools and Colleges (WASC) regionally accredited the institution as Southern California College. The institution was approved for and began offering teaching credential programs in 1967 by the California State Board of Education and was approved by WASC to offer graduate programs in 1983. In 1999, Southern California College registered with the Secretary of State's Office as Vanguard University of Southern California. VU has a total university enrollment of 2200 students with 1900 of those being undergraduates. VU's student population is comprised of 48% Hispanic, 30% White/Non-Hispanic, 5% Black/African American, 4% Asian, 2% Two or More Races, less than 1% Native Hawaiian/Pacific Islander, and less than 1% American Indian/Alaskan Native students. In 2015, VU received recognition from the U.S. Department of Education as a Hispanic Serving Institution (HSI).

### Education Unit

The VU School of Education's (SOE) mission is to "Equip effective educators to bring love and wisdom to their classrooms, schools, and communities." This mission is based on an understanding of education as a calling and is shaped by the mission and pedagogy of Jesus. VU's SOE offers Preliminary Multiple Subject and Preliminary Single Subject programs with graduate/traditional and undergraduate/integrated pathways. The goal of the graduate and integrated programs is to provide a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower all students to reach their highest potential. The Multiple Subject program is comprised of 14 undergraduate/integrated and 13 graduate/traditional candidates while the Single Subject program is comprised of 4 undergraduate/integrated and 10 graduate/traditional candidates.

**Table 1: Enrollment and Completion Data**

<b>Program Name</b>	<b>Number of Program Completers (2022-23)</b>	<b>Number of Candidates Enrolled (2023-24)</b>
Preliminary Multiple Subject	22	27
Preliminary Single Subject	14	14

### The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

## **PRECONDITION FINDINGS**

After review of all relevant preconditions for this institution, all have been determined to be met.

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject and Preliminary Single Subject**

#### Program Design

Vanguard University's (VU) teacher credential programs are housed in the School of Education (SOE), which is one of four schools within the university. Beginning in the 2023-24 academic year, the university restructured the education programs to form the SOE. VU currently offers both Preliminary Multiple Subject and Preliminary Single Subject programs within the SOE. Available subject areas for the single subject program include art, biology, chemistry, English, health, mathematics, music, physical education, science, social science, and world languages. VU offers both a traditional postbaccalaureate pathway and an integrated pathway where candidates may complete a bachelor's degree and preliminary teaching credential in four years – Integrated Teacher Education Program (ITEP). Candidates enrolled in the ITEP will earn either a bachelor's degree in liberal studies and a Multiple subject credential or a bachelor's degree in biology, chemistry, English, history/political science, or math and a single subject credential.

VU's Commission-approved programs are overseen by the dean of the SOE, who also serves as the unit head. The program coordinator is responsible for the day-to-day operations of both programs and also serves as the accreditation coordinator. VU has several staff that support the operations and success of the SOE including a credential analyst/student teaching placement coordinator, ITEP coordinator, and senior administrative coordinator. Additionally, the SOE has a teacher advancement program specialist, who provides support to candidates in the areas of technology and data, and a CalTPA coordinator, who provides Teaching Performance Assessment (TPA) leadership and support for both programs. The Multiple and Single Subject programs each have a faculty cohort leader who is a full-time tenure track professor in the SOE. Candidates in both programs are supported by a university supervisor in their final semester of the program, and single subject candidates work with a subject matter mentor based on their credential subject area.

Interviews confirmed that the dean leads monthly meetings with faculty and staff where all constituencies are provided with opportunities to collaborate and provide input. The dean also meets regularly with each faculty cohort leader to coordinate operations of the program. Additionally, the dean works with the student teaching placement coordinator to assist with placements, as needed. The SOE is involved with and provides a great deal of support at all levels to both programs. During interviews, candidates, completers, university supervisors, and school administrators confirmed their interactions with the dean and the support from all faculty and staff throughout the SOE.

The Multiple Subject and Single Subject faculty cohort leaders regularly meet with the faculty, CalTPA coordinator, student teaching placement coordinator, and colleagues across campus to collaborate and discuss matters of program improvement and the success the candidates. An instance of this collaboration demonstrating success is when the CalTPA coordinator shared with the faculty cohort leaders that candidates were struggling with their TPA lesson plans, so the SOE revised their lesson plan template to better support candidates with working on the TPA.

The SOE has a Teacher Education Advisory Council (TEAC) that includes VU leaders, SOE faculty and staff, and representatives from the Orange County Department of Education (OCDE) and partner school districts in the area. The TEAC meets twice annually and provides the SOE an opportunity to hear about what is happening in the field in addition to external constituencies providing feedback to the SOE. During interviews, multiple TEAC members reported providing feedback as part of the council and seeing program modifications to the Multiple and Single Subject programs as a result of this feedback. There is a great sense of pride regarding participation on the TEAC from both the SOE and external members.

A common theme, expressed throughout interviews with all constituencies and evidenced in the supporting documentation, is collaboration. It is evident that the SOE has created an environment where voices can be shared and heard, and continuous improvement occurs as a result of the collaboration across the SOE and beyond.

#### Course of Study (Curriculum and Field Experience)

The Multiple Subject and Single Subject programs are divided into two parts: Beginning Student Teaching (BST) and Advanced Student Teaching (AST). BST comprises 16.5 semester units, includes 100 hours in the classroom, and candidates complete Cycle 1 of the CalTPA. AST comprises 12.5 semester units, includes 500 hours in the classroom as a student teacher, candidates complete Cycle 2 of the CalTPA, and occurs in a candidate's final semester of the program.

The Multiple and Single Subject programs are designed to be completed in either two semesters or three semesters. The difference between the two-semester and three-semester program is where BST and AST take place. With the two-semester program, BST occurs in the first semester and AST in the second/last semester. With the three-semester program, BST is divided into the first two semesters and AST occurs in the third/last semester. Prospective candidates meet with the program coordinator and advisor to determine which pathway will best suit their needs and ensure their success in the program. Candidates may begin program coursework during a semester/academic term.

Both undergraduate and graduate candidates take program coursework together. Most coursework is taught in person, with the exception of those courses that specifically support candidates with the CalTPA (EDUG 527 in BST and EDUG 528 in AST) – these are taught in a hybrid format with in-person and synchronous sessions, via Zoom.

Courses for both programs cover all required Teaching Performance Expectations (TPEs) and include courses in foundations of teaching, language and culture, technology, and English language. During interviews, candidates and completers confirmed being introduced to the TPEs at the onset of the program, the beginning of each course, in their course syllabi, and throughout the semester. Additionally, they reported that what they learned in their program coursework helped them prepare to be successful in the classroom. One candidate stated, “When talking with other teachers at my school site who are in different programs, I feel very lucky to have the support I have from Vanguard, both with the general support and feeling equipped to be a teacher by what I’m learning in my courses.” School administrators similarly noted that student teachers and completers from the program are well-prepared. One school administrator shared, “I always welcome a Vanguard student teacher knowing they are prepared, they are knowledgeable, and they will be supported by Vanguard in a collaborative approach.”

Candidates in the single subject program also work with single subject mentors. These mentors are from either the OCDE or local school districts, and they support single subject candidates with pedagogy-specific content in their credential subject area.

All candidates complete a professional portfolio assignment as a cumulative project throughout the trajectory of the program. VU notes this about the online portfolio: “The process encourages reflection, whereas the product contains evidence of teacher competency.” Details about the portfolio are provided to candidates at orientation and during various courses, which include a portfolio guide and rubric. Completers and those nearing the end of the program reported that they saw great value in the portfolio as they apply for teaching jobs or in their role as a new teacher. One piece of evidence in this portfolio is the Individualized Development Plan (IDP) that the faculty cohort leader works with the candidate on during the last semester of the program.

### Assessment of Candidates

All candidates complete 600 hours of clinical experience in the classroom. Candidates complete 100 hours during BST in which they create lesson plans and are supported by the mentor teacher at their school site. Additionally, the Multiple and Single Subject faculty cohort leaders visit candidates in their classroom and meet with them and their mentor teacher during BST; together, the cohort leader and mentor teacher provide support and guidance to the candidate. Candidates complete the remaining 500 hours during AST where they serve as a student teacher and are supported by both a university supervisor and the same mentor teacher from BST. The student teaching placement and assignment of a university supervisor is done by the student teacher placement coordinator. The coordinator matches candidates at schools in their credential area and takes into consideration geographic proximity to where candidates live. The goal is to have candidates have the same placement/school for both the 100 hours of experience in BST and the 500 hours of experience in AST. During interviews, both candidates and university supervisors reported that formal observations occur. Additionally, candidates noted that they meet with the mentor teacher from their school site either after the



observation or in a collective meeting with all university supervisors, mentor teachers, and candidates in which there are opportunities for breakout meetings/conversations.

University supervisors and mentor teachers are held to specific hiring criteria, receive a welcome letter with specific details of responsibilities, and attend an orientation. Additionally, both university supervisors and mentor teachers reported being regularly communicated with by program staff. Candidates receive both formative and summative feedback in BST and AST. Mentor teachers complete four formal observations of candidate lessons and other professional practices each semester. University supervisors complete a minimum of eight observations and provide feedback to candidates through the Lesson Observation Protocol (LOP). Additionally, university supervisors and mentor teachers complete a Student Teaching Evaluation Profile (STEP) twice during the semester – once at the middle and once at the end of the semester.

VU's Multiple and Single Subject programs use the CalTPA for the TPA. The CalTPA is introduced during orientation and discussed throughout the program in various courses. Candidates take a specific course in BST to guide them with Cycle 1 of the TPA and a specific course in AST to guide them in Cycle 2. In addition to the guidance of the CalTPA coordinator, the Multiple and Single Subject faculty cohort leaders work with faculty to design assignments in the coursework to help prepare candidates for success with the CalTPA. During interviews, both candidates and completers reported feeling supported by their respective programs regarding the CalTPA.

If a candidate is struggling with their coursework or their student teaching at any point in the program, the faculty cohort leader will convene with the dean, program coordinator, and the student teaching placement coordinator/credential analyst at a Candidate Support Committee (CSC) meeting that provides in-depth support for the candidate and formulates strategies for improved performance.

During interviews, candidates and completers noted how much they appreciate the level of support VU's programs provided them with regarding credential requirements. The credential analyst meets individually with each candidate multiple times during the program to assess a candidate's current standing in meeting credential requirements while also providing them with a detailed checklist of their progress towards program completion.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews administrators, faculty, candidates, completers, local school personnel, and other relevant constituencies, the team determined that all program standards are met for the Preliminary Multiple Subject and Preliminary Single Subject programs.

### INSTITUTION SUMMARY

Vanguard University (VU) is a private, Christian, co-educational, comprehensive university of liberal arts and professional studies. The university has a strong commitment to cultural diversity, racial reconciliation, and gender equality. It serves approximately 2,200 students. Within the Christian context of inclusiveness, VU aims to provide a high-quality educational experience that promotes academic excellence that integrates faith and life. The university was founded in 1920 as the Southern California Bible School. It was chartered by California as a college in 1939, accredited by WASC in 1964, and has been offering teacher credential programs since 1967.

The vision of the School of Education (SOE) is to equip teachers and educational leaders to bring love and wisdom to classrooms and schools so that students, families, and communities are empowered to flourish. The programs integrate Christian faith with all facets of learning and life. VU teacher preparation programs are well-designed to effectively prepare credential candidates. The programs are noted for the high level of individualized support they provide to credential candidates and for close collaboration among faculty, staff, partner school districts, and the Orange County Department of Education (OCDE).

The SOE offers Preliminary Multiple Subject and Preliminary Single Subject programs that candidates may complete through either a two-semester or three-semester plan. The SOE offers accelerated (ITEP) credential programs that can be completed with a bachelor's degree in four years in liberal studies, biology, chemistry, English, history/political science, and math. Additional SOE programs include bachelor's degree programs in liberal studies and early childhood education, as well as master's degrees in education. The SOE has planned and submitted to the Commission for approval an education specialist program and is planning a PK-3 Early Childhood Education Specialist Instruction Credential program.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

Based on review of documents and interviews with university leadership, faculty, staff, school partners, candidates, and completers, the team finds that VU and its SOE offer effective teacher preparation programs that result in qualified individuals earning Multiple and Single Subject credentials. The SOE vision “to equip teachers and educational leaders to bring love and wisdom to classrooms and schools so that students, families, and communities are empowered to flourish” has its research base in Developmental Assets and Relationships, Multi-Tiered System of Support, Universal Design for Learning, Social Emotional Learning, and Restorative Practices. Each of these frameworks promotes teaching practices that support students in personal and academic growth and help them to thrive. The SOE’s preparation programs are

designed so that candidates acquire knowledge and skills in all of these frameworks so that they can implement teaching practices that serve all students with love and wisdom.

The unit involves faculty, staff, and constituents in decision making through several committees and an advisory board. Members of the Teacher Education Advisory Council (TEAC) include VU leaders, SOE faculty and staff, and representatives from the OCDE and partner school districts in the area. Advisory council meetings are held each fall and spring semester. Interviews and documentation confirmed that the advisory council is informed of program successes and issues, and meetings provide opportunities for members to work together on program or unit initiatives and recommend improvements. At a recent meeting, advanced student teachers (candidates) attended to participate with educators and school leaders in discussions on classroom management. SOE faculty and staff also serve on SOE committees and university committees thereby representing the SOE. Candidates provide feedback through mid-semester and end-of-course surveys, evaluations of university supervisors and mentor teachers, and Commission program surveys. Several candidates described times when they simply made suggestions to faculty or staff and later saw or heard that changes were implemented.

The SOE has a strong and close relationship with the OCDE. Staff at OCDE support Multiple and Single Subject candidates with content area pedagogy including reviewing lesson plans and occasionally observing teaching, as reported by candidates. The SOE collaborates with schools, districts, and educators for placement of student teaching candidates and for providing professional learning opportunities. Faculty document hours working in PK-12 schools, and SOE faculty collaborate with university faculty in single subject disciplines. The liberal studies program is housed in the SOE, and the program coordinator is an SOE faculty member.

Unit and institutional leaders indicated that adequate funding is provided to operate the Multiple and Single Subject programs and to expand program and pathway options of the SOE. The SOE, as an organizational entity, was actually created during the Commission review process as an improvement that brought educator preparation and related programs and support offices together into a clearly established academic unit. An interview with the university's chief financial officer indicated that funding of the SOE has recently increased to support expansion efforts. Work is underway to design and propose additional teacher preparation programs and pathways, including an education specialist program (a full-time faculty member has been hired to conduct this work, which is partially funded by a grant), a PK-3 program, and online versions of the Multiple and Single Subject programs, as well as new graduate degree programs. SOE documents indicated that the launch of some of these pathways may be as soon as fall 2024. Faculty cohort leaders for the Multiple and Single Subject programs discussed some of the planning that is taking place. Unit authority is indicated in its ability to adjust faculty assignments to make changes and improvements.

The VU president and provost described the importance of the SOE to the university, especially in building close connections to the PK-12 community and providing qualified professional educators who can meet student needs in schools and districts. They described the SOE formation and expansion efforts as critically important to the mission of the university and

aligned with the need for teachers in California. They connected the faith traditions of VU with a commitment to serve well a student population that is as diverse as California, supporting students in completing degrees and earning credentials.

Formal policies and procedures are used to recruit, retain, evaluate, develop, and promote tenure-line and adjunct faculty, as confirmed through documents and interviews. Institutional policies and procedures support diversity and excellence across all areas of employment. This is especially apparent in the formal steps that are taken to diversify applicant pools for faculty positions that are components of personnel policies. A review of the faculty professional experiences document shows that faculty are well-qualified and experienced to teach in credential preparation programs. Documents show that the SOE employs a diverse faculty cadre of both tenure-line and adjunct faculty who are actively involved with PK-12 education and higher education in Southern California. The university financial officer reported that professional growth and development is supported through the Institute for Faculty Development and that funds are available for faculty to participate in professional conferences and meetings.

The credential analyst monitors the progress of each candidate from matriculation through completion and credential recommendation. The SOE process, described in documents and interviews with the credential analyst and staff, includes progress monitoring each semester and an individual advising meeting with each candidate each semester. Candidates reported that they always know where they are at in making progress toward their credential and how easy it is to get answers when one has a question. A final audit is made prior to recommending the candidate for the appropriate document to the Commission.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Evidence gathered through documents and interviews of faculty, staff, program completers, and candidates indicated that VU’s SOE recruits and supports all candidates to ensure their success. SOE partners with other university offices, especially the graduate admissions office and the liberal studies program, to attract a diverse candidate pool, and uses other marketing, such as videos, credential information meetings, local recruitment events, and promotion of the Golden State Teacher Grant. Over the last three years, candidates identifying as non-white have been about 1/3 of enrollments.

Program information is readily available. Admission requirements are clear, easy to access, and include multiple measures of candidate qualifications. During interviews, candidates reported on the clarity of the admission process and the more than adequate communication they received. The admission process is designed to get to know candidates as individuals. Once admitted, candidates receive program orientation and Commission credentialing information. During semesters, candidates meet individually with and are shepherded through the program by a faculty cohort leader. Cohort leaders visit candidates at school sites and maintain communication with university supervisors. Candidates also receive individualized advising and task reminders each semester from the credential analyst to help them maintain progress through the program. CalTPA support courses are scheduled each semester to inform candidates of the assessment process.

The Student Teaching Handbook sets out expectations for candidate progress and success along with multiple detailed evaluation steps and requirements. University supervisors and mentor teachers confirmed that processes are in place to guide support candidates. Candidates reported that they regularly receive answers to questions and individualized support from faculty, university supervisors, and mentor teachers by simply asking. The SOE has created a culture of care and relational support that is a strength of the programs. For candidates who need additional assistance, the cohort leader can convene the Candidate Support Committee (CSC) to provide more resources and support. The SOE has clear policies and procedures to provide additional assistance and the ability to formulate a Continuous Improvement Contract for a candidate to meet competencies.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	<b>Consistently</b>
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

Documents reviewed and interviews with candidates, completers, mentor teachers, university supervisors, subject matter mentors, program faculty, school site administrators, student teaching coordinators, TEAC members, and program staff confirmed that VU’s SOE has designed and implemented a planned sequence of coursework and clinical experiences for

candidates to develop and demonstrate the knowledge and skills to educate and support PK-12 students in meeting state-adopted content standards. Candidates are placed at sites with diverse student populations and the full range of learners identified in the program standards. Candidates and completers all reported that their coursework helped to prepare them for successful clinical experiences. Candidates in their final semester reported that they were exposed to and had opportunities to learn about the latest “cutting edge” curriculum in their classes through their mentor teachers and implement this curriculum in their clinical practice. Subject matter mentors are introduced initially to candidates as guest speakers in their classes. Candidates may then choose to form informal relationships with the subject matter mentors who offer support in subject matter specific curriculum and instruction. Subject matter mentors typically come from OCDE but may also be recognized experts within their district. Candidates reported that they valued all the support they received. As a result, candidates felt well prepared to enter the teaching force. Each semester, candidates and mentors are invited to give anecdotal feedback at any time and to give formal feedback through an end-of-semester survey. Candidates said that they saw adjustments to their program throughout the year based on their feedback.

Interviews with mentor teachers, university supervisors, and the student teacher coordinator confirmed that there are specific criteria and a process through which the unit carefully selects clinical personnel and matches them to candidates. At the beginning of each semester, both new and returning mentor teachers and university supervisors attend an orientation and training so they better understand their role and responsibilities. Mentor teachers and university supervisors also attend an end-of-year banquet with their candidates to celebrate the candidate completers that year. During each semester, mentors and university supervisors reported that there is strong ongoing communication between program staff and/or faculty.

A review of documentation and interviews confirmed that the TEAC – which includes staff and faculty as well as representatives from school sites, districts, and county office personnel – meets twice a year but communicates and collaborates frequently and informally with all constituents throughout the year on common areas of interest. The TEAC reviews selective survey data and feedback from constituents and provides feedback to the programs.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	<b>Consistently</b>
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	<b>Consistently</b>



<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

Interviews with constituents and a review of documents confirm that VU’s SOE engages in a systematic and ongoing process of continuous improvement through analyzing standardized test results, ongoing surveys, and systematic evaluations. Some examples include a graphic, detailed description of the assessment system and a vast array of surveys including a formal candidate survey at the end of each semester, candidate exit interview, evaluations of mentor teachers by university supervisors and candidates, evaluations of candidates by supervisors and mentor teachers, evaluation of supervisors by candidates and mentor teachers, and course evaluations. Candidate standardized test results (e.g., RICA, CalTPA), online candidate portfolios, and course evaluations are also reviewed.

Each fall and spring semester, assessment data is reviewed by the unit team comprised of program staff and faculty and led by the SOE dean. Continuous improvement processes are also discussed at monthly unit team meetings. The dean also hosts the TEAC which formally meets twice a year and hosts an end-of-year celebratory banquet for completer candidates. The TEAC is an advisory body comprised of VU leaders, SOE faculty and staff, and representatives of the OCDE and partner school districts in the area. The TEAC reviews assessment data collected by the unit and makes recommendations that support continuous program improvement. The group’s initiatives, recommendations, and implementation status are followed by the group over time.

Interviews with multiple constituents confirm that the SOE is quick to respond to program improvement suggestions gathered through either formal or informal means. Changes to the program have occurred over time because of constituent feedback.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	<b>Consistently</b>
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Document review and interviews confirmed that VU’s SOE develops candidates who are well prepared to engage in professional teaching practice equipped with the skills and knowledge necessary to educate all students in meeting state-adopted standards and Commission-adopted competency requirements as specified in the program standards.

Mentor teachers report that because VU candidates are very well prepared and well supported, they are always welcome in their classrooms. Surveys of mentor teachers and university supervisors confirm that their candidates excel in their clinical experiences. Past and current employers also indicated that VU candidates are often hired by the districts in which they complete their student teaching. Candidates credit their success to the strong curriculum and the quality and quantity of support offered by the faculty, subject matter mentors, university supervisors, and mentor teachers who all contribute to the positive impact on candidate learning and competence. “They (help us learn how to) build relationships with our professors, other candidates, and our mentors,” said one candidate while others nodded in agreement. Another candidate commented, “(They) care about raising up people to become teachers. The faculty and staff are very loving. We experience the vision of the school which is to equip teachers ... to bring love and wisdom to classrooms and schools ...so that (all) are empowered to flourish.”